



## Information about the course

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 281105 **Name:** Sport Psychology

**Credits:** 6,00 ECTS **Year:** 1 **Semester:** 2

**Module:** 1) Basic Training Module

**Subject Matter:** Behavioral and social foundations of human motor skills. **Type:** Formación Básica

**Branch of knowledge:** Health Sciences

**Department:** Basic Sciences and Cross-disciplinary Subjects

**Type of learning:** Classroom-based learning

**Language/-s in which it is given:** Spanish

### Teachers:

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281A	<u>Yolanda Moreno Siquenza</u> ( <b>Profesor responsable</b> )	yolanda.moreno@ucv.es
281B	<u>Luis Miguel Esteban Maicas</u> ( <b>Profesor responsable</b> )	LUIS.ESTEBAN@UCV.ES
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## Module organization

### 1) Basic Training Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Biological and Mechanical Foundations of Human Motor Skills	36	Biochemistry and Human Physiology	9	1/2
		Biomechanics of Physical Activity	6	2/1
		Human Anatomy	9	1/2
		Kinesiology	6	2/1
		Physiology of Exercise	6	2/1
Behavioral and social foundations of human motor skills.	24	History and Sociology of Physical Activity and Sport	6	1/2
		Sport Psychology	6	1/2
		Statistics and Data Processing	6	2/2
		Technology Applied to Physical Activity and Sport	6	1/1



## Learning outcomes

Al finalizar la asignatura, el estudiante deberá demostrar haber adquirido los siguientes resultados de aprendizaje:

R10 - Identify determinants of self-confidence and motivation in the context of physical education, exercise, and sports, as well as their impact on adherence to physical activity and/or sports and overall athletic performance.

Learning outcomes of the specified title

### **Type of AR:** Habilidades o Destrezas

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Analyze, identify, diagnose, promote, guide and evaluate strategies, actions and activities that encourage adherence to an active lifestyle and the participation and regular and healthy practice of physical activity and sport and physical exercise in an adequate, efficient and safe by citizens with the purpose of improving their comprehensive health, well-being and quality of life, and with emphasis on special populations such as: older people (senior citizens), schoolchildren, people with disabilities and people with pathologies, health or assimilated problems (diagnosed and/or prescribed by a doctor) taking into account gender and diversity.
- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Articulate and deploy programs for the promotion, orientation, coordination, supervision and technical-scientific evaluation of physical activity, physical exercise and sport for the entire population, with emphasis on special populations, with the presence of a professional or carried out in a autonomous by the citizen, in the different types of spaces and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sport) according to the possibilities and needs of citizens, with the aim of achieving their autonomy, understanding, and the greatest and most appropriate practice of physical activity and sport.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.



- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Know how to guide, design, apply and technically-scientifically evaluate physical exercise and physical condition at an advanced level, based on scientific evidence, in different areas, contexts and types of activities for the entire population and with emphasis on specific populations. special such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Know, prepare and know how to apply the ethical-deontological, structural-organizational conditions, professional performance and the regulations of professional practice of Graduates in Physical Activity and Sports Sciences, in any professional sector of physical activity and sport (teaching formal and informal physical-sports; physical and sports training; physical exercise for health; as well as being able to develop multidisciplinary work
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).
- Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.

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### **Type of AR: Competencias**

- Know and know how to apply ethical and deontological principles and social justice in professional performance and involvement, as well as have habits of scientific and professional rigor and a constant attitude of service to citizens in the exercise of their professional practice with which improvement, excellence, quality and efficiency are intended.
  - Analyze, review and select the effect and effectiveness of the practice of research methods, techniques and resources and scientific work methodology, in solving problems that require the use of creative and innovative ideas.
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## R11 - Recognize motivational variables that enhance adherence to physical exercise and sports practice, as well as optimal psychosocial development for practitioners.

Learning outcomes of the specified title

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R12 - Identify strategies for creating group dynamics that promote cohesion, conflict resolution, and the transmission of educational and performance-related values in the context of physical education, exercise, and sports.

Learning outcomes of the specified title

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R13 - Understand attentional processes involved in learning and practicing exercise and sports, and apply them to provide effective instructions and utilize teaching and training methodologies.

Learning outcomes of the specified title

**Type of AR:** Habilidades o Destrezas

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R14 - Recognize cognitive and behavioral mechanisms related to anxiety responses, acquire resources to manage such responses, and create favorable learning and performance environments.

Learning outcomes of the specified title

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## Assessment system

### Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
R10, R11, R12, R13, R14	60,00%	Written and/or practical tests.
R10, R11, R12, R13, R14	40,00%	Exercises and Practices in the Classroom.

### Observations

- Students may keep the assessment instruments passed during the 3 years following the first enrolment.
  - In the written and/or practical tests, there will be 2 mid-term exams that are taken alternatively or eliminating. In each of the mid-term exams there are 20 true/false multiple-choice questions.
  - It is necessary to obtain 40% in all the instruments to pass the course. If this criterion is not met, the student will be graded with a maximum of 4.5 in that exam session.
  - This subject can be applied for a single assessment by means of a request to the Secretary's Office, providing the appropriate evidence and justification for the request. This is essential for the application to be assessed by the subject's teaching staff.
- The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published on the platform of each group at the student's disposal.



## Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

### Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

### Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

### Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

### Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

## Actividades formativas

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.

### IN-CLASS TRAINING ACTIVITIES

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
<b>THEORETICAL CLASS:</b> Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom.	R10, R11, R12, R13, R14	Discussion in small groups. Presentation of content by the teacher. Group dynamics and activities.	40,00	1,60



<p><b>PRACTICAL CLASS / SEMINAR:</b> Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity.</p>	<p>R10, R11, R12, R13, R14</p>	<p>Resolution of problems and cases. Discussion in small groups. Practical lesson. Group dynamics and activities.</p>	<p>14,00</p>	<p>0,56</p>
<p><b>EVALUATION:</b> Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.</p>	<p>R10, R11, R12, R13, R14</p>	<p>Resolution of problems and cases. Group dynamics and activities.</p>	<p>4,00</p>	<p>0,16</p>
<p><b>TUTORING:</b> Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works.</p>	<p>R10, R11, R12, R13, R14</p>	<p>Discussion in small groups.</p>	<p>2,00</p>	<p>0,08</p>
<p><b>TOTAL</b></p>			<p><b>60,00</b></p>	<p><b>2,40</b></p>



## TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring.	R10, R11, R12, R13, R14	Resolution of problems and cases. Group dynamics and activities.	45,00	1,80
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces.	R10, R11, R12, R13, R14	Resolution of problems and cases.	45,00	1,80
<b>TOTAL</b>			<b>90,00</b>	<b>3,60</b>



## Description of contents

Descripción de contenidos necesarios para la adquisición de los resultados de aprendizaje.

### Theoretical content:

Block of content	Contents
1. Introduction to sport psychology	Introduction to sport psychology
2. Causal attribution in the context of sport and physical activity	Causal attribution in the context of sport and physical activity
3. Self-confidence-self-efficacy in the context of physical activity and sport	Self-confidence-self-efficacy in the context of physical activity and sport
4. Motivation in the context of sport and physical activity	Motivation in the context of sport and physical activity
5. The sports group: Group performance and cohesion	The sports group: Group performance and cohesion
6. Leadership in the context of sport and physical activity	Leadership in the context of sport and physical activity
7. Attention-concentration in the context of physical and sporting activity	Attention-concentration in the context of physical and sporting activity
8. Activation, anxiety and stress in the context of sport and physical activity	Activation, anxiety and stress in the context of sport and physical activity



## Temporary organization of learning:

Block of content	Sessions	Hours
1. Introduction to sport psychology	2	4,00
2. Causal attribution in the context of sport and physical activity	4	8,00
3. Self-confidence-self-efficacy in the context of physical activity and sport	4	8,00
4. Motivation in the context of sport and physical activity	5	10,00
5. The sports group: Group performance and cohesion	4	8,00
6. Leadership in the context of sport and physical activity	3	6,00
7. Attention-concentration in the context of physical and sporting activity	3	6,00
8. Activation, anxiety and stress in the context of sport and physical activity	5	10,00

## References

### BASIC REFERENCES:

- Weinberg, R.S., & Gould, D. (2010). Fundamentos de psicología del deporte y el ejercicio físico. Madrid: Editorial Médica Panamericana
- Cox, R.H. (2007). Psicología del deporte. Conceptos y sus aplicaciones. Madrid: Editorial Médica Panamericana.

### COMPLEMENTARY REFERENCES:

- Hernandez Mendo, A. (2005). Psicología del Deporte (Vol I). Sevilla: Wanceulen.
- Hernandez Mendo, A. (2005). Psicología del Deporte (Vol III). Sevilla: Wanceulen.
- Olmedilla, A., Garcés de los Fayos, E.J., & Nieto, G. (2002). Manual de Psicología del Deporte. Murcia: Diego Martín.
- Dosil, J. (2004). Psicología de la Actividad Física y del Deporte. Madrid: McGraw-Hill.
- Márquez, S. (2004). Ansiedad, estrés y deporte. Madrid: EOS